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JAMES HARMON HOOSE, A.M., PH.D., LL.D.

BY TULLY C. KNOLES

This paper is to deal primarily with the life of Dr. Hoose during his service in the University of Southern California, hence only the meager outline of his earlier life as given in "Who's Who in America," 1912-13 is quoted.

James Harmon Hoose was born at Cobleskill, New York, January the twenty-fourth, 1835, of Abram and Rosannah Miller Hoose. He took his bachelor's degree from Genesee College, now Syracuse University, in 1861, he received from the same institution the master's degree in 1863, and the degree of Doctor of Philosophy in 1873. Forty years later the University of Southern California conferred upon him the honorary degree LL.D.

His first wife, *nee Hale*, lived ten years after their marriage in 1861. In 1872 he was married to Helen Kathleen Hubbard, who with a son and a daughter still survives.

Young Hoose was for some time engaged in secondary education, and was also official lecturer for Teacher's Institutes in New York State.

In 1869 he organized the State Normal School at Cortland, New York, and was President of that institution until 1891. He was a life member of the National Educational Association, and a member of the following organizations: American Historical Association; American Association for the Advancement of Science; National Council of Education; Southern California Teachers' Association (charter); Holland Society of New York; and the Historical Society of Southern California.

In 1891 Dr. Hoose removed from New York and settled in California. For five years he was engaged in fruit culture, living in Pasadena. In the fall of 1896 he was elected Professor of Pedagogy and Psychology in the College of Liberal Arts of the University of Southern California. At that time there were fourteen members of the faculty and ninety students in the College.

The vigorous personality of the new professor, his aggressiveness, and his complete devotion to his work immediately made a deep impression upon the school; his great knowledge and wonderful enthusiasm for teaching soon drew to him the more thoughtful and earnest of the students. Though about sixty years of age, the professor was robust in body and alert in mind; his manner, so different

from that of the ordinary professor of the time, was confusing to many in his classes. He was master of the students, master of the subjects which he taught, and under all circumstances complete master of himself. He was never bound by conventions, nor was he limited by text-books or courses.

In 1897-8 there were only eleven members of the Liberal Arts faculty and Dr. Hoose was still in the list as Professor of Pedagogy and Psychology, but his activities as a teacher were by no means limited by his title, for in the body of the year book we find that he was doing all of the work in History and Economics as well as teaching the subjects in his own department. By this time, due to the activities of Dr. Hoose, plans began to develop for graduate work, and definite statements concerning requirements for the Master's Degree are given, though tentative courses had been mentioned previously.

In 1899-00, with a faculty of ten members, Dr. Hoose is recorded as Professor of History and Economics—no one is designated as Professor of Pedagogy and Psychology, but an examination of the courses of instruction indicates that he was teaching all of the classes in these fields. At this time the work in these departments was so difficult for the students, and Dr. Hoose was so anxious to elevate the standards of scholarship that, in spite of the great personal popularity of the Professor, numerous complaints were made, and in one of the editions of the Junior Annual there was a picture of the door of the History room with this legend, "Abandon 'cum laude' all ye who enter here."

These were the dark years of the life of the University, and only the heroic self-sacrifice of the members of the faculties made possible the continued existence of the Colleges.

In the year 1900-01, Wm. T. Randall, A.M., was installed as Dean of the College of Liberal Arts, and the faculty was increased to fifteen: the student body numbered seventy-three.

By this time Dr. Hoose was being recognized as an educational force in Southern California. He was in demand as an institute instructor, where his long experience as an educator and administrator made him very valuable. His striking personality, quaint sayings and luminous remarks left their impressions for good on hundreds of teachers who have helped erect the splendid educational system of Southern California.

In addition to this very successful social and professional service, he was a noted character in various summer schools and assemblies. His lectures in these bodies were never fully written out, and were not received as distinctively literary productions, but they were exceedingly rich in material, showing a wide range of reading and a wonderful assimilative power; he was very helpful

to those who were interested in the evolution of our American institutions. His mannerisms deepened the impression of his incisive words. Thus many who never came under his instruction in the class-room were stimulated to study by him.

During these years by his own class-room work, by chapel addresses, and by lectures before fraternities and literary societies, the Doctor was aiding continuously in the work of elevating the scholarship standards, not only of the College of Liberal Arts, but also of the entire University.

The next issue of the catalogue ranks Dr. Hoose as Professor of History and Philosophy, though he carried on the same work as formerly. Perhaps a short comparison would be interesting. He was teaching thirty-seven hours a week, or more than full time for three instructors according to the present arrangement. It was only possible for him to conduct so many classes by a large use of the blackboard, and by requiring very little written work on the part of the students, and of course the classes were small.

Those were the days when he reached the zenith of his power; many of the leaders in the professional life of Southern California at the present day received the impetus which still determines their scholastic activities from the grand old man at that time. He had now fully come into his own. Before coming to California he had been dealing with the problems of primary education and school administration. He followed this work for thirty-five years, in the life of an ordinary man, all of the working period. Certainly during those years his mind was more or less firmly fixed in its habits, and the necessary routine of professional instruction and administration left its impress indelibly upon him, and the wonder is that after he had reached the age of sixty he was able to enter a new field and adapt himself to the new demands, and not only fill an important position, but in less than ten years to become the leading member of a faculty of twenty-four.

Dr. Hoose was not only exceedingly successful with undergraduate students, but he was carrying a large share of the graduate work. A simple resumé of his courses is appalling. In History four courses, 12 hours per week; in Economics one course, 3 hours per week; and for the first time in 1902-03 one hour was given to Sociology, in Psychology and Philosophy, 12 hours per week. In addition to these scheduled hours he was giving time in the late afternoons and evenings for graduate students. As if this were not enough, he was a very frequent visitor at various city schools and was in great demand as a speaker at Parent-Teacher Associations. All of this was too much, even for his rugged physique, and just before the Christmas holidays in 1902 a serious break in health called for a surgical operation under his friend, Dr. Lockwood of

Pasadena. Although the operation was eminently successful, recovery was slow, and for the rest of the academic year his work was taken by his daughter, now Mrs. Helen Lillard of Gardena, and by the writer.

During the spring of 1903, Dr. George F. Bovard was elected President of the University, and in order permanently to lighten Dr. Hoose's labors, the writer was appointed an Instructor in History, teaching in history, economics and sociology.

This was the opening of the third distinct period in Dr. Hoose's teaching. His time was now devoted to philosophy and pedagogy; during the following years the master came fully to himself.

The College of Liberal Arts was entered upon an era of marvelous expansion: the seventy-three students of 1901 are to be compared to 1115—202 of them already receiving the Bachelor's degree in 1914. In 1901 there was a student in Liberal Arts for each 1400 of the population of the city, in 1914 one for each 450 of the population. It is but simple justice to say that the largest single personal factor in this growth was James Harmon Hoose. A glance at the departments which have developed from his original classes will prove that statement.

In 1906 the Department of Economics and Sociology was differentiated from History, with G. W. Denniston as its head; he was succeeded in 1908 by Dr. Rockwell D. Hunt, the President of this Historical Association. During the past year the Department of Sociology was set off by itself with Dr. E. S. Bogardus as its head; at the present time there are seven instructors in Economics and Sociology.

Dr. Hoose remained the Head of the History Department until 1907. At present there are six members of the history staff, three of whom are former students with him both in History and Philosophy. In addition, Dr. Roy Malcom has been appointed head of the Department of Political Science.

In the announcements for 1907, Dr. Hoose offered courses in Education; so great was the call for work in this field that Dr. T. B. Stowell, a life-long friend of the subject of this paper, was made the head of a new Department. With him, including a son-in-law of Dr. Hoose, Prof. J. B. Lillard, are two lecturers and two associate professors.

In Philosophy, at the time of his death, Dr. Hoose was aided by Dr. J. G. Hill and Prof. F. E. Owen.

Thus from his original classes there have been developed six organized departments and twenty instructors. In 1911 he was appointed Vice-chairman of the Faculty, and in 1913 the University of Southern California did itself honor in conferring the degree of Doctor of Laws upon James Harmon Hoose. In the larger plans

for the University there is included a James Harmon Hoose Hall of Philosophy. His memory needs not stone and steel, but love will make its dedication.

This man was a great teacher ; he taught from a love of teaching. His passion was for the development of the mental activities of his students. Subjects were secondary to persons. No sacrifice was too great for him to make, if he could only see the results of his activity in the growth of his friends.

Words are inadequate to express the esteem in which this man of God is held in Southern California. He lived, he wrought, he taught, because he did these things so well, others will do their tasks better.